



“I have come in order that you might have life – life in all its fullness.”  
John 10:10

## Staff Development and Training Policy

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<b>Signed (Headteacher):</b>	<i>R. Kaye</i>
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# **STAFF DEVELOPMENT AND TRAINING POLICY**

(To be read in conjunction with Christ Church's *Teacher Appraisal (Performance Management) Policy*.)

## **1. Introduction**

At Christ Church C of E First School we know that our pupils and staff are the school's greatest asset and we strive to provide opportunities for every child and adult to flourish and achieve their potential.

We believe that each and every child and adult in our learning community is a unique and precious individual who should accordingly be valued as a child of God made in the image of the Father, Son and Holy Spirit.

We also believe that with the right support, guidance, provision and challenge, all staff – whatever their role or responsibility – are capable of achieving amazing outcomes for the children, families and the wider community we serve.

We understand that school staff will be most effective when they are:

- in good physical, mental, emotional and spiritual health;
- able to reduce and manage the causes of their own stress;
- maintaining a sustainable work–life balance;
- well-led, well-managed and well-trained.

So, in partnership with the Benefice of Christ Church with St Mary's and the Diocese of Bath and Wells, the governors and Senior Leadership Team (SLT) are committed to maximising the professional and personal effectiveness of Christ Church staff by:

- (a) promoting their physical, mental, emotional and spiritual health and well-being; and
- (b) providing excellent opportunities for continuing professional development (CPD).

## **2. Rationale**

Expenditure of CPD is an investment rather than a cost. Investing in staff development and well-being should, over time, reduce staff absence rates, increase staff productivity and enhance the quality of education for pupils.

Investing in CPD has many benefits and positive features because:

- it is central to the professional life and well-being of every member of staff – it is not a luxury or an added extra;
- it enables the school to prioritise staff development in line with school development priorities;
- teamwork and team building are essential ingredients in school success;
- it provides opportunities for staff to share and cascade CPD they have received externally with colleagues in school;
- it involves all staff in taking shared responsibility for their own development.

Aims:

- To enhance the quality of education for pupils.
- To make staff feel valued and supported.
- To increase staff levels of motivation and job satisfaction.
- To reduce and manage staff stress levels.
- To provide opportunities for reflection and refreshment.
- To provide opportunities for career advancement.
- To meet professional development needs identified during performance management meetings.
- To create a climate of openness and participation that fosters change in both individuals and the school.
- To enable the school and its staff to meet the challenge of the new initiatives in the rapidly changing educational world in which we operate.
- To enable all the above to proceed in a planned and coherent way, relating resources available to the priorities.

### 3. **Whole person CPD**

At Christ Church we believe CPD is the right and responsibility of every member of staff. A structure to support it will require every member of staff to assume some responsibility for their own development and some staff to assume specific responsibilities for facilitating the performance management of their colleagues.

CPD is necessarily much bigger than the process of teaching a set of technical skills or knowledge-based competencies. CPD should encompass – but not be confined to or defined by – team building, counselling, life-skills coaching and spiritual retreat.

This is because staff development is about developing the “whole person”, not just a professional persona. We want CPD to be transformative: transforming body, mind, soul and spirit.

### 4. **Effective CPD**

We believe CPD is most effective in improving professional practice in school and, consequently, improving teaching and learning, when it is:

- focused (specific not general; drilling down into a few key concepts or skills);
- sustained (repeated over time, allowing practise to improve practice);
- evaluated (in terms of its longer-term impact on staff and upon pupil learning).

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## 5. **Managing and prioritising**

CPD will take into consideration:

- priorities as identified in the School Development Plan;
- whole-school/Key Stage/curriculum reviews;
- individual performance management meetings;
- requests from staff;
- available courses/in-house training;
- available funding.

All staff in school are entitled to participate in staff development activities such as:

- in-house INSET training;
- in-house staff meeting time;
- externally provided courses funded from school budget;
- directed activities or voluntary self-development activities.

Governors are encouraged to attend INSET courses.

## 6. **Responsibilities**

### **Individual**

- for personal evaluation and the development of professional skills of all staff;
- for career development;
- for development of the contribution to the corporate life of the school;
- for the identification of training needs.

### **Senior Leadership Team**

- for identification;
- for providing development opportunities to meet needs;
- for determining priorities in matching resources to needs;
- to manage devolved funds efficiently;
- for the provision of INSET and staff development opportunities to meet needs arising from local and national initiatives;
- for the securing of INSET and staff development opportunities to meet needs identified by the school;
- for the provision of resources for school-based staff development;
- for leading the performance management programme;
- to provide support and encouragement and enable staff priority access for matters relating to staff development and other personal matters.

### **Governors**

- to identify staffing needs in respect of recruitment;
- to ensure that staff are provided with the opportunity to develop their professional skills for both the school and themselves;
- to take advantage of governor training opportunities when they become available;

- to be kept up to date on the performance management programme where appropriate.

## **7. Elements of staff development**

It is recognised that effective recruitment and selection procedures are essential for the school and represent the first stage of staff development for candidates and applicants. Involvement in the recruitment and selection process is also a development activity for existing staff. It is the policy of the school that these procedures should contain:

### **Job description**

Every teacher shall have an up-to-date job description that accurately reflects the range of duties which he or she undertakes. These will be kept under constant review but the discussions surrounding their agreement should be professional, friendly and seen as an important development activity.

### **Recruitment**

In the interests of the school and of candidates (and therefore prospective employees), recruitment materials should be of high quality and very informative. Advertisements, application forms and requests for references should be structured according to the person specification and job description.

It is the policy of the school to have a professional but open and friendly style throughout the recruitment and selection procedure. This will include a telephone contact point for applicants wanting an informal chat before applying. Visits by prospective applicants will also be encouraged.

### **Selection**

The range of techniques used in the final selection process will vary depending upon the nature of the post. These will include some of the following:

- Interviews
- Presentations
- Teaching tasks and/or group exercises

In all these, references will be made to the prepared person specification.

It is the wish of the Governors Finance and Personnel Committee that the selection process is conducted in a friendly, non-threatening and relaxed manner. In order to achieve this, the following elements are recommended:

- Informal greeting of candidates.
- Use of first names.
- Structured but informal interviews which are seen as a two-way process.
- A relaxed style.
- Non-threatening room arrangements.
- Debriefing for all candidates.
- Prior briefing of the interview panel.

In addition, external candidates will not be expected to wait after their final interview for a decision unless they specifically wish to. They will be contacted at home later the same day with the result. These matters will be explained to candidates in advance of the interview.

We believe that the selection process is stressful enough in itself and that the above strategies will help to reduce pressure and ensure candidates perform to the best of their ability. It also provides the best developmental experience for all concerned.

### **Induction**

Induction is an important part of everyone's development when taking up a new post. Induction is just as important for new but experienced appointees as for first-time recruits. For teaching staff, an existing member of staff will support them; for non-teaching staff, the class teacher to whom they are assigned will support them, then the Deputy, then the Headteacher.

### **Students**

The development procedure for students will contain:

- an induction process – tour, information, meetings with appropriate staff, structured observation;
- teacher/tutor support for preparation of lessons, review, link to lectures;
- final reviews.

### **Newly qualified teachers**

The development procedure will include:

- a previous term visit;
- a reduced teaching load;
- timetabled observation/paired teaching;
- access to any LEA programme.

Any newly qualified teachers will have a mentor.

### **New staff (including part-time)**

The induction of new staff into the school and into what may be a new and more responsible role is as important as with new entrants. The induction process should include some or all of the following:

- A visit to the school after appointment but before commencing.
- A short induction meeting with a senior member of staff.
- New staff should expect the same support framework as first-time entrants.

### **All staff – opportunities for development “in-house”**

#### 1. Communications

- Staff meetings, Key Stage meetings, SLT meetings will take place. There will be an opportunity to contribute to and chair meetings;
- Minutes of meetings will be produced where appropriate;

- Noticeboards in the staff room;
  - Communication Book;
  - Team meetings;
  - TA meetings.
2. Mutual support
- Mutual observation by agreement;
  - Sharing expertise and resources;
  - Team teaching to take advantage of specialist skills;
  - Feedback from courses;
  - Use of meeting time for staff development;
  - Development of Schemes of Work.
3. Planning, preparation and assessment (PPA) time  
All teaching staff are entitled to the statutory PPA allocation.

### **Additional working time**

(STPCD paras 74.7 and 74.8 and STPCD statutory guidance paras 143 and 176.)

The School Teachers' Pay and Conditions Document (STPCD) states that part-time teachers cannot now be required to work or attend non-pupil days on days when they do not normally work (STPCD para 74.7).

They may, however, agree to attend staff/departmental meetings, parents/open evenings and INSET days and other non-pupil days on such days by mutual agreement with the Headteacher. Where they do agree to work on days when they do not normally work, this cannot by definition be included in directed time. The STPCD therefore includes a provision for additional payment for this working time. The formula for this payment provides, in effect, for part-time teachers to receive 1/1265 of the appropriate full-time pay rate for each hour of additional working time.